

THE IMPACT OF COMMUNICATION CHALLENGES
TOWARD INTERNATIONAL STUDENTS' LEARNING
SUSTAINABILITY

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APPROVAL SHEET

This research project entitled “THE IMPACT OF COMMUNICATION CHALLENGES TOWARD INTERNATIONAL STUDENTS’ LEARNING SUSTAINABILITY” was prepared by **AARTHI A/P MUNIANDY** and submitted in partial fulfilment of the requirement for the degree of Master of Strategic Communication, at Universiti Tunku Abdul Rahman.

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ABSTRACT

Many Higher Education Institutions throughout the world, including in Malaysia, are increasingly focusing on internationalisation. However, in private university settings, the challenges facing by international students are intercultural and language challenges towards learning sustainability. The purpose of this study was to look at the impact of communication challenges towards international student's learning sustainability in Malaysian Higher Education Institutions. The information was gathered through a survey of 106 international students of a private university in Malaysia which was analysed using SPSS. Both intercultural challenges and language challenges exhibited significant negative relationship toward learning sustainability, which the intercultural challenges show greater impact than language challenges. The contributions and the implications of the study are discussed.

TABLE OF CONTENTS

	Page
Copyright Page.....	iv
Declaration.....	v
Acknowledgments	vi
Approval Sheet.....	vii
Abstract.....	viii
Table of Contents.....	ix
List of Tables	xii
List of Figures.....	xiii
List of Abbreviation.....	xiv
CHAPTER 1	
INTRODUCTION	1
1.1 Background of the study.....	3
1.2 Problem Statement.....	6
1.3 Research Questions.....	7
1.4 Research Objectives.....	8
1.5 Significance of the Study.....	8
CHAPTER 2	
LITERATURE REVIEW	9
2.1 Learning Sustainability	11
2.2 Intercultural Challenges.....	14
2.3 Language Challenges.....	16
2.4 Learning Sustainability	17

CHAPTER 3	METHODOLOGY	18
3.1	Research Approach	20
3.2	Research Strategy	20
3.3	Population and Sample	21
	3.3.1 Sampling and Sample Size	21
	3.3.2 Sampling Technique	22
3.4	Data Collection Procedure	23
3.5	Data Collection Technique	24
3.6	Questionnaire Design.....	25
3.7	Measurements and Operationalization of Variables	25
	3.7.1 Intercultural and Language Challenges	27
	3.7.2 Learning Sustainability	28
	3.7.3 Intercultural Adaptation.....	29
	3.7.4 Language Adaptation.....	30
3.8	Questionnaire validation	31
3.9	Pre - Test and Pilot Test.....	32
3.10	Reliability Analysis.....	33
3.11	Data Analysis Techniques	33
CHAPTER 4	FINDINGS AND ANALYSIS	34
4.1	Response Rate.....	35
4.2	Data Screening and Cleaning Analysis.....	36
4.3	Demographic Profiles	42
4.4	Reliability Analysis.....	43

4.5	Data Normality	44
4.6	Analysis of Intercultural	46
4.7	Analysis of Language Challenges.....	48
4.8	Hypotheses Testing.....	48
	4.8.1: Correlation Analysis	51
	4.8.2: Determination Correlation Test (R^2)	52
CHAPTER 5 DISCUSSION		53
5.1	Discussions	53
	5.1.1: Intercultural challenges faced by international students.....	54
	5.1.2: Language challenges faced by international students.....	54
	5.1.3: The relationship between intercultural challenges with learning sustainability.....	55
	5.1.4: The relationship between intercultural challenges with learning sustainability.....	56
5.2	Implication of the Study	57
	5.2.1: Theoretical Contribution.....	57
	5.2.2: Practical Contribution.....	58
5.3	Limitation of the Study	59
5.4	Conclusion	60
References.....		61
Appendices.....		73

LIST OF TABLES

	Page
Table 3.1: Sample Size Table	21
Table 3.2: Measurement Scales	25
Table 3.3: Scale Items for Intercultural Challenges.....	26
Table 3.4: Scale Items for Language Challenges.....	27
Table 3.5: Scale Items for Learning Sustainability.....	28
Table 3.6: Scale Items for Intercultural Challenges.....	29
Table 3.7: Scale Items for Language Challenges.....	31
Table 3.8: Number of Distribution of Questionnaire for Pilot Study	32
Table 3.9: Result of Reliability Analysis	33
Table 4.1: Data Entry for Demographic Profiles	35
Table 4.2: Data Entry for Section B, C, D, E & F (selected items)	36
Table 4.3: Demographic Profiles	42
Table 4.4: Result of Reliability Analysis	43
Table 4.5: Descriptive Statistics for Skewness and Kurtosis.....	45
Table 4.6: Pearson Correlation for Intercultural and Language challenges with Learning Sustainability.....	49
Table 4.7: Linear Regression Model.....	52

LIST OF FIGURES

	Page
Figure 2.1: Conceptual Framework.....	17
Figure 4.1: Respondent's Gender	37
Figure 4.2: Respondent's Country of Origin	38
Figure 4.3: Respondent's Age.....	39
Figure 4.4: Respondent's Year of Study.....	40
Figure 4.5: Respondent's Faculty of Study.....	41

LIST OF ABBREVIATION

FAM	Faculty of Accountancy and Management
FAS	Faculty of Arts and Social Science
FBF	Faculty of Business and Finance
FCI	Faculty of Creative
FEGT	Faculty of Engineering and Green Technology
FICT	Faculty of Information and Communication Technology
FSc	Faculty of Science
HEIs	Higher Education Institutions
LKCFES	Lee Kong Chain Faculty of Engineering and Science
MoE	Ministry of Education
MoHE	Ministry of Higher Education
MUET	Malaysian University English Test
TOEFL	Test of English as a Foreign Language
UTAR	Universiti Tunku Abdul Rahman

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides introductory information on the research background, problem statement, objectives, empirical gap, significance, scope of the study, and definition of key terms.

1.1 Background of the study

Malaysia is striving to become a regional education hub. As a result, the number of public higher education institutions has increased significantly with the development of new polytechnics, universities, and university colleges. The private education sector has also seen an increase in the number of private universities and other institutions. The Ministry of Education (MoE) oversees both primary and secondary education, while higher education is overseen by the MoHE. The education sector has traditionally had the largest national development budget, demonstrating the Malaysian government's commitment to education (StudyMalaysia, 2015b).

According to the Department of Statistics (2021), Malaysia has a population of 32.66 million people. It is a multiethnic society, with ethnic Malays and indigenous people together accounting for 69.8% of the population, ethnic Chinese 22.4%, ethnic Indians 6.8%, and other ethnic minorities 1%. The economy is classified as 'upper middle income' by the World Bank, with a GDP per capita of USD 11383 (World Bank, 2020). Based on the contribution of international students, Malaysia is considered a middle-income country. 20 public universities, 58 private universities, including 10 branches of foreign universities, 33 private university colleges, 36 public polytechnics, 99 public community colleges, and 345 private colleges make up Malaysia's higher education system (StudyMalaysia, 2020). In the past year, Malaysia's international education sector has experienced a remarkable upswing. The country is consistently ranked as one of the best places for international students to study in Southeast Asia. According to the "UNESCO Institute of" (2019), there are 63,253 international students from more than 100 countries. This large number of international students, which continues to rise year after year, motivates more international students to study in Malaysia.

There are several reasons why international students prefer to study in Malaysia. As reported by Kaffah (2020), the high quality of education is one of the reasons why international students prefer to study in Malaysia. She explained that the Malaysian Qualification Agency (MQA) establishes rules and maintains quality assurance methods and national university certification to ensure that Malaysian universities meet high standards. In addition, Kuala Lumpur, Malaysia's capital and largest city, was ranked the 31st best student city, according to QS Top Universities (Top Universities, 2021). As a result, students receive an internationally recognised diploma. According to Pham and Thompson (2019), international students need to acquire a wide range of resources to find jobs, their qualification being only one of them.

Besides high quality of the education, affordable living and study expenses are another reason for international students choosing Malaysia to pursue their study (Kaffah, 2020). While planning to study in abroad, the first matter that could be on mind is money; is one of the most important factors to consider when studying abroad. Kaffah added that based on QS Top University 2019, Kuala Lumpur is the second most affordable city in the world. Malaysia's average annual cost of living is only USD 5,000. Despite having a lower cost of living than other countries, Malaysia has managed to provide internationally recognised universities with high-quality study programmes. In her report she identified another reason which is other International Universities as a route. Which means, Malaysia's national funding in higher education includes a growing number of partnerships with universities throughout the world. As a result, many private colleges and universities in Malaysia provide a variety of pathways to other foreign universities. For an example is HELP University, which offers a UK Degree Transfer Program (Law) that allows students to transfer to leading partner universities in the United Kingdom. Monash University Malaysia, on the other hand, offers the programme if you wish to transfer to Australia.

1.2 Problem Statement

Malaysia is one of the participating countries among 93 countries pledged to embark on the United Nation's Agenda 2030. Malaysia's education system plays a crucial part in implementing the spirit of Sustainable Development (SD) among its citizens to protect the biosphere and wellbeing of mankind from any destruction and disruption due to current global developments. In a The Star newspaper article, Lim (2021) stated that "*Education for Sustainable*

Development (ESD) is recognised as a model to achieve SDGs, as it re-evaluates what, where and how we learn. It cultivates the skills, knowledge, values and attitudes that encourage learners to make informed decisions and actions on global issues such as climate change.” Referring to Lim’s statement, it is undeniable that educational or learning sustainability can empower learners to transform themselves into a world-class human being.

With the aim to contribute to the Sustainable Development Goal 4 - Education 2030, Malaysia is also looking forward to being a global educational centre (Menon, 2021). In line with this, the government has set a lofty goal of luring 250,000 international students by 2025, and Education Malaysia Global Services (EMGS) has divided its marketing department into regions to establish distinct strategies for different countries (Menon, 2021). Furthermore, Hirschmann (2020) noted that the number of international students from China studying in Malaysia was estimated to be at 13.45 thousand. Muslim countries account for a considerable proportion of overseas students in Malaysia, with the bulk of them enrolled in private Higher Education Institutions (HEI) (Hirschmann, 2020).

Despite having the opportunities to expand the higher education industry in Malaysia by opens the market to international students, previous research highlighted a variety of obstacles that international students face in various settings, such as homesickness, cultural misunderstandings, culture shock, and language barriers (Spencer, 2016). Notably, cultural stress is a major barrier to international students’ well-being, especially when the home and host countries are culturally dissimilar. International students also face challenges such as unfamiliar foods, unfamiliar living situations, financial difficulties, balancing work, studying time schedule, learning styles, or any language, cultural, or personal barriers (Wu *et al.*, 2015). From daily life to cultural adaptation, a series of transitional difficulties can arise. In addition, Ta *et al.*, (2018) stated that comprehending

local slang, dialects, idioms, and abbreviations are also part of the challenges facing by the international students. All the various type of challenges among international students in Malaysia can be grouped into two main categories; intercultural challenges and language challenges (Yassin *et al.*, 2020).

The term intercultural challenges refers to the difficulties faced by international students when they move to a new culture to study. Krebs (2020), has suggested that what is often referred to as intercultural communication competence encompasses a wide variety of knowledge, skills and attitudes. Chang and Gomes (2017), for example, highlighted the reasons why international students seek knowledge differently than domestic students. The authors pointed out that these discrepancies in information-seeking behaviour could be due to differences in intercultural adaptation, English proficiency and digital literacy between international and domestic students.

Intercultural challenges are closely related to the next issue which is language challenges. As reported by Keles (2013), although not the most fundamental, language is one of the most obvious impediments to intercultural communication. People who do not share a common language or who believe they have a limited grasp of another's language may have trouble communicating. When people do not speak the same language, there is a chance that they will misunderstand each other. Furthermore, Bista and Gaulee (2017), stated that overseas students have difficulty understanding spoken English in the classroom, which may be due to students' limited vocabulary and the lecturers' fast speaking rate. International students face similar difficulty in writing and reading in English. This clearly indicates that language challenges are not just about communication (Yassin & Razak, 2018).

Language competency assessments may or may not assist learners in communicating with native speakers in a smooth and successful manner. Henderson *et al.* (2016) opined that although

international students may study English in their native countries, employing it in real-life circumstances may be a challenge for them. Similarly, Ginther and Yan (2017) identified that all the tests are problematic which is commented by a faculty member. Another participant added have too many pupils who have passed the Test of English as a Foreign Language (TOEFL) but cannot converse in English.

Wang *et al.* (2020) suggested that overseas students face difficulties in interpreting nonverbal cultural norms while communicating with others in the host culture. This has an impact on their intercultural adaption and raises concerns regarding international students' ability to achieve sustained learning in host HEIs. On the other hand, other issues include those relating to overseas students studying because their native nations' education systems differ from their home country (Tualualelei, 2020). As a result, international students may struggle to succeed due to their failure or inability to meet the requirements of the host culture's educational system. Yassin and Razak (2018) examined Asian students' intercultural competence in New Zealand and discovered that international students encounter a number of barriers, spanning from their classroom to their personal lives.

Based on the aforementioned issues, the focus of the present study will be on the two main challenges, namely intercultural challenges and language challenges which could possibly hinder the learning sustainability. According to Lin *et al.* (2020), the educational the educational quality of host institutions may be inferred from the learning experiences and satisfaction of international students with their knowledge gains. As a result, attention should be paid to educational quality as well as assistance to help international students overcome intercultural behavioural difficulties. This demonstrates the importance of intercultural competency in HEI to provide international

students with long-term learning opportunities, in a way to get one step closer to achieving the Sustainable Development Goal 4 - Education 2030.

1.3 Research Question

Based on the above research background, the study posed four research questions as follows:

- i. What are the intercultural challenges faced by international students in Malaysian private university?
- ii. What are the language challenges faced by international students in Malaysian private university?
- iii. Does intercultural challenge relate significantly with learning sustainability among international students in Malaysian private university?
- iv. Does language challenge relate significantly with learning sustainability among international students in Malaysian private university?

1.4 Research Objectives

Based on the research questions above, the objectives of this study have been proposed as follows:

- i. To investigate the intercultural challenges faced by international students in Malaysian private university.
- ii. To investigate the language challenges faced by international students in Malaysian private university.

- iii. To determine the relationship between intercultural challenge and learning sustainability among international students in Malaysian private university.
- iv. To determine the relationship between language challenge and learning sustainability among international students in Malaysian private university.

1.5 Significance of the Study

Many previous studies and literature have examined various communication challenges among international students. The impact of intercultural and language challenges on the sustainability of international students' learning has hardly been investigated. Therefore, this study examined both the intercultural and language challenges faced by international students in a Malaysian private university.

In addition, this study can raise awareness and inform the government about the challenges faced by international students and the authorities can plan appropriate strategies to address the issues faced by students. At the same time, this study will address an issue that will enable HEIs to better understand their role in addressing the communication challenges between international students and academic staff.

Furthermore, this study can help to promote and broaden awareness of the impact of international students' communication challenges. This will enable to determine the relationship between the challenges and learning sustainability among international students in a Malaysian private university. In addition, this paper could be useful to educational institutions, especially tertiary educational institutions such as universities and colleges. International students could be educated on how to overcome the challenges in the future.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter begins with the review of literature on learning sustainability, intercultural challenges, and language challenges. Further discussion will be focusing on literature reviews of the underpinning theory and ends with hypotheses development and summary.

2.1 Learning Sustainability

According to UNESCO (2021), Education for Sustainable Development (ESD) provides students of all ages with the knowledge, skills, values and attitudes they need to solve the interconnected global challenges we face, such as climate change, environmental degradation, biodiversity loss, poverty and inequality. Casanova and Price (2018), argued that sustainability can be defined as the ability to sustain a certain level over a period of time while maintaining a certain rate of educational development.

Moreover, the notion of learning sustainability discussed under sustainable development is often used in the context of environmental issues. Education, on the other hand, is a crucial component in this context, commonly referred to as education for sustainable development (Yassin

& Razak, 2018). In addition, the sustainability of education is one of the United Nations' goals for the period 2016-2030, with the aim of providing quality, lifelong learning for all people in the world (Abel *et al.*, 2016).

Many HEIs research initiatives in Malaysia have recently tried to explore potential hurdles and probabilities for implementing sustainable practises in many sectors. One of them is Green Technology, which is the creation and use of goods, equipment, and systems that help to protect the natural environment and resources while minimising and reducing the negative effects of human activity. High-technology adoption costs, lack of environment understanding, lack of green awareness, lack of trust, adoption cynicism, institution adoption rate, and switching were all mentioned as concerns for Green Technology (Lay *et al.*, 2013).

A group of researchers, Wongwatcharapaiboon *et al.* (2019) studied the interrelating factors of promoting and learning sustainability among 131 participants from various departments in University Classes at Thammasat University, Thailand. To collect and analyze variables and other aspects relevant to student perception, mixed approach and numerous correlations are used. Mikhaylov and Fierro (2015), found that in the business class, social concern and mentality are the most important aspects in promoting satisfaction and knowledge understanding. These are the several essential aspects are inextricably linked to student learning, university study quality, and, ultimately, future career effects.

Jennings *et al.* (2015) studied partnering for real world learning, sustainability, tourism education. Participants in this study were from the Ministry of Micro, Small, and Medium Enterprises and its qualitative research. Based on study, mentioned that sustainability is regarded

as a potential engine for change in education (Barber *et al.*, 2014). Education about sustainability was something that all the team members were passionate about. The results process discovered that pedagogies, andragogy's, and ethnologies that emphasizes social processes of meaning making and sense making enhance and engender education about sustainability and education for sustainability, particularly when combined with real-world learning as a platform for social and profession-building processes between university students, course teaching staff, and industry, in this case, micro, small, and medium-sized tourism entrepreneurs.

In the report by Yassin and Razak (2018), Education for Sustainable Development (ESD) can be difficult to achieve. Their findings show that Chinese students in the United States struggle to develop sustainable skills because they are poorly adapted to classroom discussions, but they can learn how to develop such skills through informal communication and interactions with others in the community.

Learning sustainability has been studied before from a variety of viewpoints, including education, technology, employment, teachers, and curriculums. However, there is a knowledge vacuum in the study of intercultural learning problems that hinder international students' learning sustainability. The current study aims to close this gap by concentrating on intercultural and language challenges that may impede international students' learning sustainability in Malaysia (Yassin *et al.*, 2020).

2.2 Intercultural Challenges

According to McMullan (2015), intercultural communication is not a new concept, it exists if people from different cultures have meets one another. The ability to engage in constructive intercultural conversations of methods and relationships with persons from various cultural backgrounds is known as intercultural communication. Intercultural communication, in general, refers to communication between people from different cultures. However, there is no single definition of intercultural communication. Beyer (2016) defined intercultural communication as communication between cultures.

Cranmer (2017) has stated that intercultural communication has a wide range of disciplines and involves challenges that lead students to be less attentive in the classroom. The existence and origins of cultural differences are part of intellectual challenges and unfamiliar communicative styles associated with using any one language for the learning process. Cultural differences are creating a gap between international teachers and students, which have been negatively impactful in developing sustainable learning processes. Due to the advancement of globalisation and increasingly heterogeneous work contexts, intercultural communication is becoming increasingly important.

In the report from Bennet (1998), has pointed a question which is related with intercultural communication; “how do people understand each other when they do not share a common cultural experience?” This was a question that only diplomats, expatriates, and the rare overseas traveller had to deal with just a few decades ago. Today, as members of heterogeneous cultures globally, all confronted with the subject daily. Now see that intercultural understanding is entwined with a variety of other complicated concerns. As a result, the researcher used broad definition of intercultural communication suggested by Bennet (1998), in the current study which is

“intercultural communication between people of different cultures which cannot allow the easy assumption of similarity”.

A study conducted by Aung (2019) on challenges among 79 international students and their perceive values at University of New Hampshire. The researcher employed both quantitative and qualitative research methods in-depth interviews and survey. The study found international students at the University of New Hampshire were most concerned with the obstacles of social integration. Furthermore, when it comes to Academic Success, respondents have expressed difficulty addressing academic faculty members, collaborating with group members, and transitioning to the American curriculum in their studies.

Nieto (2008) studied on cultural competence and its influence on the teaching and learning of international students. For this study, a mixed method was adopted, which included both quantitative and qualitative with the participation of 112 participants. According to the results of the Intercultural Sensitivity Scale, a stronger cultural competency for English as a Second Language (ESL) instructors than for non-ESL instructors was shown correct in only one sub-category of analysis: interaction involvement. It was not confirmed that gender is not an influential variable, with gender proving itself to be an influential characteristic for the entire population. Nonetheless, qualitative analysis found that in the interviews, both instructors and students acknowledged that language and culture are key issues that may influence teachers’ and students’ challenges.

Similarly, Yassin *et al.* (2020) studied on intercultural learning challenges affecting international students’ sustainable learning in Malaysian HEIs. The information was gathered through a survey of 273 international students in Malaysian HEIs and analysed using variance-based structural equation modelling. Intercultural barriers had no substantial impact on students’

learning sustainability, according to the findings. Nonetheless, language, academic, and research barriers were discovered to have a considerable detrimental impact on international students' learning sustainability. The negative relationship between learning sustainability and intercultural communication is also strongly supported by past study as discussed in literature review (Yassin *et al*, 2020). Therefore, it is suggested that:

H1: There is a significant negative relationship between intercultural challenge and learning sustainability among international students in Malaysian private university.

2.3 Language Challenges

Based on Maljichi (2019), language and culture have an inextricable link that is profoundly rooted in every human society, according to this theory. This means that when the two conceptions are separated, they are effectively non-existent. Culture and cultural relationships are maintained and communicated through language. Different concepts arise using different languages in one's society, and this link begins at birth. Language is first and foremost a human social phenomenon that individuals use in their daily lives. Language shapes a large part of our knowledge of the world. Maljichi (2019), further indicated that language shapes perception and that our conceptions are shaped by the language we speak, with our worldviews playing a big role in how we think.

Language and culture are inseparable entities and are the basic parts of the multilingual classroom with individuals with cultural backgrounds. However, there are several issues that can be faced in a multilingual classroom as a common language is being considered most of the time. As stated by Carletti (2019), intellectual prospects are important in developing multicultural knowledge and learning, however, a range of issues can be a barrier in providing an individual's

opportunities. Learning sustainability has become an essential part since intercultural barriers have been removed and it is allowing people to improve their knowledge and skills.

Aung (2019) studied the perceived values and challenges among 79 international students at University of New Hampshire. The findings revealed that respondents were most concerned with the obstacles of social integration, followed by academic progress, linguistic skills, financial problems, and health concerns. Additionally, as a social concern, students noted the concerns and challenges of overcoming cultural barriers and assimilating to American culture.

Yassin *et al.* (2020) investigated the language learning problems among international students in Malaysian HEIs. The data was collected through a survey of 273 international students enrolled in Malaysian higher education institutions and analysed using variance-based structural equation modelling. The findings demonstrated that English language barriers had a negative impact on international students' learning sustainability. The poll revealed that overseas students encounter difficulty language skills at the start of their academic careers, even though success is mostly dependent on students' ability to read materials, compose assignments, and respond to exams in English.

Mahmud *et al.* (2010), studied on the obstacles faced by international students in Malaysia through focus group interviews with 30 international students. This study findings showed few factors have been discovered to aid international students in their adjustment. These factors include cultural familiarity and likeness, linguistic proficiency, and the institution's efficient services. University language centres must be given the authority to ensure that international students obtain language proficiency prior to enrolling in academic programmes. On the student side, strong performance in both the local language and the English language aids international students in learning about Malaysian culture and maximising their study experience in Malaysia.

International students' learning sustainability was negatively impacted by English language obstacles also strongly supported by past study as discussed in literature review (Yassin *et al*, 2020). Therefore, the researcher developed the following hypothesis.

H2: There is a significant negative relationship between language challenges and learning sustainability among international students in Malaysian private university.

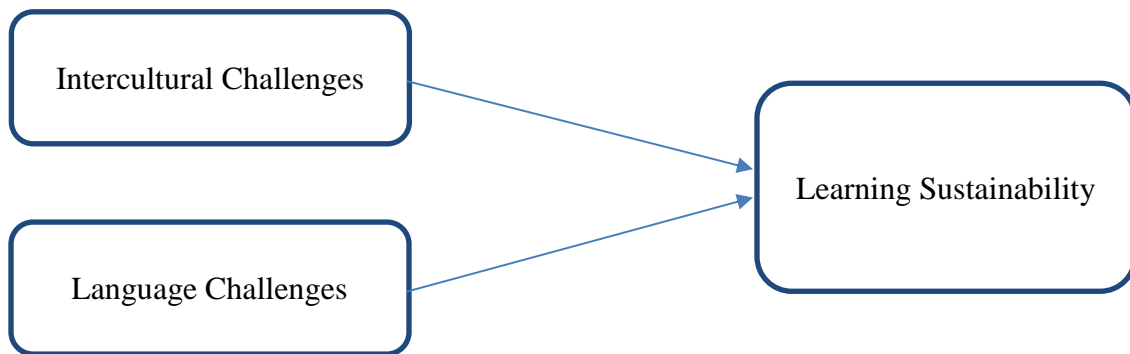
2.4 Research Conceptual Framework

The study used Social Learning Theory, which is a learning and social behaviour theory that claims that new behaviours can be learned by monitoring and replicating others. There are numerous psychological theories that attempt to explain how and why humans learn. According to Ahmad *et al.* (2018), Albert Bandura, a psychologist, proposed a social learning theory in which observation and modelling are fundamental to the learning process. In addition, Hunter-Reel (2013) stated adolescents' social network members who use substances, according to social learning theorists, serve as role models for them. Adolescents are more likely to develop favourable expectations of substance use if they perceive role models, such as parents or friends, using substances with positive effects. This raises the possibility that the adolescent would use substances.

Self-efficacy, or a person's belief in their own skills, is understood to be learnt socially as well (Hunter-Reel, 2013). Self-efficacy in obtaining and using, or refusing to use, substances can also be learnt by watching a model. If a person believes he or she can access and use substances effectively, he or she is more inclined to do so. As shown in Figure 2.1, the researcher used Social Learning Theory for the study's conceptual framework to explore the relationship between the two

independent variables (intercultural challenges and language challenges) and the dependent variable (learning sustainability) among international students in Malaysian private university.

Figure 2.1:
Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the detailed methods and procedures employed in this study. Furthermore, the result of pilot study and the justifications of using SPSS as the data analysis tool are also discussed in detail.

3.1 Research Approach

Research approach entails the gathering, analysing, and interpreting of data to gain a thorough grasp of an event, occurrence, fact, or scenario (Apuke, 2017). In this situation, research is said to be systematic since it adheres to guidelines, such as defining an objective thoroughly, analysing data, and reporting findings. These rules inform researchers about what should be included and excluded from their studies, as well as how they should be conducted. As claimed by Apuke (2017), define research technique as the comprehensive steps taken by a researcher before beginning a study.

Based on Streefkerk (2019), a researcher must always begin with a theory while conducting deductive investigation. Deductive reasoning entails putting these theories to the test. A researcher cannot perform deductive investigation if there is not yet a theory. In the deductive approach, the structure of logical argument must be highly formal to establish consensus (Krivogorsky, 2011; Zalaghi & Khazaei, 2016). The framework was constructed descriptively, emphasis was made to conceptual integrity, even if the goal was to provide an essential framework for providing instructions for setting and interpreting accounting standards.

Zalaghi and Khazaei (2016), opined that when employing the deductive approach for a research topic, the author first formulates a set of hypotheses that must be investigated, and then tests the hypothesis using an appropriate technique. Deductive thinking has certain qualities that must be comprehended. If a researcher accepts the premises of deductive reasoning, must accept the conclusion as well. The deductive method accurately follows the logic's path. Argumentation starts with a hypothesis and ends with a new one. This assumption is then put to the test by comparing it to the data, and it is either accepted or denied (Snieder & Lerner, 2009; Zalaghi & Khazaei, 2016). These features of a deductive approach are applicable for the study's questions and objectives. The current study began by examining the impact of communication challenges on international students' learning sustainability. Two hypotheses based on Social Learning Theory were established to investigate the challenges and this framework helped us evaluate the impact of communication challenges faced by international students at a Malaysian private university. As a result, the current study adopted a deductive approach.

To obtain results, a quantitative research method involves quantifying and analysing variables. It entails the use of statistical tools to analyse numerical data to answer questions such as who, how much, what, when, how many, and how. Extending on this description, quantitative

research methods are defined as the gathering of numerical data and analysing it using mathematical tools, particularly statistics, to understand a problem or phenomena.

3.2 Research Strategy

Individuals interested in conducting research can choose from a range of methodological techniques. The objective of the research, the sort of research questions to be answered, and the availability of resources all influence how a research approach is chosen (Ponto, 2015). The collecting of information from a sample of persons through their responses to questions is how survey research is defined (Check and Schutt 2012; Ponto 2015). This type of study allows for a wide range of ways for recruiting participants, collecting data, and using various instrumentation techniques. Large-scale population-based data collecting has always been a part of survey research. The primary goal of this type of survey research was to swiftly gather information about the characteristics of a big group of people of interest. Additionally, survey data can be utilised to provide probable explanations for specific interactions between variables and to construct models to demonstrate such links.

All the four research questions will be using quantitative method to collect data. Quantitative approaches focus on objective measurements and statistical, mathematical, or numerical analysis of data acquired through polls, questionnaires, and surveys, as well as modifying pre-existing statistical data using computing techniques. Quantitative research is concerned with collecting numerical data and generalising it across groups of people or explaining a phenomenon. The instrumentation will next cover how to develop the instrumentation with step-by-step instructions. In addition, a pilot test will be undertaken to assess the question's dependability.

3.3 Population and Sample

Bhandari (2021) defined population in research as the entire group about whom a researcher wants to make conclusions is referred to as a population. A population in research does not usually relate to humans. It can refer to a collection of objects, events, organisations, countries, species, or animals that a researcher desire to investigate. Respondents of the current study will be international students who are studying both undergraduate programmes in Universiti Tunku Abdul Rahman (UTAR) Kampar. The target respondents of this study were between international students studying in UTAR aged between 19 to 24 years old.

3.3.1 Sampling and Sample Size

Sampling defined in research as a subset of the population from which the researcher will collect data. The sample size is always smaller than the population's total size (Bhandari, 2021). The growing demand for a representative statistical sample in empirical research has created a need for a reliable method of estimating sample size (Bukhari, 2021). Table 3.1 shows the sample size table proposed by Krejcie & Morgan (1970). Based on this sample size table, as the current population of international students who pursuing undergraduate studies in UTAR is 693, a sample size of 242 is adequate for present study.

Table 3.1

Sample Size Table

Population = N	Sample = S
500	217
550	226
600	234
650	242
700	248

Source: Krejcie and Morgan (1970)

3.3.2 Sampling Technique

When conducting research on a group of people, it is uncommon that a researcher be able to collect data from every single one of them. Rather, the researcher chooses a sample. The sample is the number of people who will take part in the study. Researcher must carefully consider on how will select a sample that is representative of the entire group to make accurate conclusions from their findings. In the current study will be using probability sampling which refers to the fact that every member of the population has an equal chance of being chosen (McCombes, 2021a). It is mostly employed in quantitative studies. Probability sampling techniques are the best option for producing results that are representative of the entire population.

According to Thomas (2020), a simple random sample is a subset of a population chosen at random and this study will be adopting simple random sampling. Each member of the population has an exact equal probability of being chosen in this sampling approach. Because it only takes a single random selection and little prior knowledge about the population, this method is the simplest of all the probability sampling methods. Any research conducted on this sample should have excellent internal and external validity due to the randomization. The survey questionnaires distributed equally to UTAR undergraduate international students.

3.4 Data Collection Procedure

Survey questionnaire used in the current study. Survey entails asking a group of individual questions and analysing the findings to learn more about them. In the report of McCombes (2021b), there are six steps to create an excellent survey. It includes, decide who will take part in the survey, choose the sort of survey you want to conduct, create a survey with questions and a layout that like, distribute the questionnaire, investigate the responses, and make a report on the findings.

Surveys are used to collect information in a variety of sectors. When you want to learn about a group of people's characteristics, interests, ideas, or beliefs, survey is a good choice.

Present study used online survey questionnaire as a tool to collect data. A questionnaire is a collection of questions that is sent out by mail, online, or in person and filled out by the respondents themselves (Bhandari, 2022a). Due to the low cost and flexibility of this method, online surveys are a popular choice for students conducting dissertation research. Many online survey questionnaire creation tools are available, such as SurveyMonkey and Google Forms (McCombes, 2021b). Online surveys can distribute without regard to time or location, the researcher can easily access a huge sample and the information is simple to process and analyse. Considering the convenience of using this method, the present study will opt for the online survey as the tool to collect data. This is also due to the time limitation that the researcher must collect data and complete the research within one trimester which is equivalent to 12 weeks.

3.5 Data Collection Technique

The data of this study collected via survey questionnaire. A phrase employed to describe the process of preparing and collecting data from the research study will data gathering. The data collection of replies will be examining using quantitative approaches by giving numerical values in this research study. To answer the questions, quantitative data collecting using numerical and statistical procedures. Statistics will be employing in a variety of ways to help research and programme evaluation.

According to McCombes (2021b), the researcher must first pick which questions to ask and how to ask the respondents. Open-ended and closed-ended survey questions are the two most common types. Many polls combine the two methods. Closed-ended questions offer the

respondent a limited selection of options from which to pick. This study methodology was appropriate for examining the impact of communication challenges that affect long-term learning among international students in Malaysian higher education institutions. Thus, quantitative data assists in understanding the communication challenges faced by international students, who are known for having diverse cultural, linguistic, and educational backgrounds, and in gaining a broad picture linked to the current study's research objectives and issues.

3.6 Questionnaires Design

The items using in this study are trustworthy since they have been tested and confirmed by other researchers. Existing questionnaires will be developed and modify to match the study's objectives. The following below is the breakdown of the survey questionnaire sections:

Section A: The demographic questions in of the questionnaire include gender, country of origin, age, faculty, course, and year of study.

Section B: This section consists list of possible intercultural challenges. Respondents are required to indicate those challenges face by them. This section consists of 12 items.

Section C: This section consists list of possible language challenges. Respondents are required to indicate those challenges face by them. This section consists of seven items.

Section D: The dependent variable (learning sustainability), which consists of five items will be include in this section.

Section E: The independent variable (intercultural challenges) which consists of seven items will be include in this section.

Section F: The independent variable (language challenges) which consists of 11 items will be include in this section.

For RQ 1 and RQ 2, international students at a Malaysian private university confront intercultural and language challenges will provide all conceivable intercultural and language obstacles for these two RQs, and respondents will indicate the extent to which they agree or disagree with the given statements by help of 5-point Likert scale (challenges as listed in Section B and Section C). For RQ3 and RQ4, the 5-point Likert scale questionnaire ranging from one point for strongly disagree to five points for strongly agree, will be applied on items as stated in Section D, Section E, and Section F.

3.7 Measurements and Operationalization of Variables

Each variable's measurement and operationalization are shown below. The following is a summary of the measurements:

Table 3.2:

Measurement Scales

Variables	Author(s)	Items
Intercultural Challenges	Wu <i>et al</i> (2015)	12
Language Challenges	Wu <i>et al</i> (2015)	7
Learning suitability	Yassin <i>et al</i> (2020)	5
Intercultural Adaptation	Al-Zubaidi & Richards (2010)	7
Language Adaptation	Al-Zubaidi & Richards (2010)	11

3.7.1 Intercultural and Language Challenges

Under Section B, the respondents will indicate the imaginable intercultural and language challenges they face at the university. Table 3.3 shows the original and modified items of the intercultural challenges:

Table 3.3*Scale items for Intercultural Challenges*

Original Items	Modified Items
1. My main difficulty now is “making friends” in class and in everyday life.	Unchanged.
2. My classmates usually did not invite me to join their group discussion.	Unchanged.
3. I tried my best to learn in the class, and sometimes, I need more time to get used to it.	Unchanged.
4. I was always the last one to be selected as member for group assignments.	Unchanged.
5. My classmates might not want to let me join their group.	Unchanged.
6. Even if I was invited to join their group, I will be alone and does not know how to approach my groupmates.	Unchanged.
7. My lecturers / tutors have no punctuality when I made appointment to meet them in their office. I must always wait.	Unchanged.
8. I heard some of my friends said that they (Americans) do not like international students.	I heard some of my friends said that the local (Malaysian) students do not like international students.
9. I feel that there is no opportunity for me to interact with my classmate except in one or two change their thinking after that.	Unchanged.
10. I need time and space for learn in my class.	Unchanged.
11. My classmates are not happy when I’m joining their group.	Unchanged.
12. My classmates not taking effort to talk with me even though I tried to talk with them.	Unchanged.

Source: Wu et al. (2015).

As shown in Table 3.3, one out of 12 items were modified, the rest are retained as in original scale. The inclusion of this items is to identify the common intercultural challenges faced by international students.

Table 3.4*Scale items for Language Challenges*

Original Items	Modified Items
1. I have difficulties in listening and understanding the lecture.	Unchanged.
2. I have difficulties in listening and understanding conversations with my local classmates.	Unchanged.
3. I rarely understand all conversation when I call the set up my internet account.	I rarely understand the phone or Teams conversation when I call my local (Malaysian) friends / course mates.
4. I need to ask them to speak slowly and repeat again.	Unchanged.
5. Sometimes, I might get the wrong meaning.	Unchanged.
6. When I must communicate with people, I feel nervous to speak.	Unchanged.
7. Sometimes, I could not understand the slang, or they speak so fast.	Unchanged.

Source: Wu et al. (2015).

As shown in Table 3.4, one out of seven items were modified, the rest are retained as in original scale. The inclusion of this items is to identify the common language challenges faced by international students.

3.7.2 Learning Sustainability

The dependent variable in this study is Learning Sustainability. Learning sustainability was measured by Yassin *et al* (2020) using five items using the 5-point Likert scale questionnaire ranging from one point for strongly disagree to five points for strongly agree. The following table shows the original and modified items of the dependent variables:

Table 3.5*Scale items for Learning Sustainability*

Original Items	Modified Items
1. My English language is good now.	Unchanged
2. Research facilities available in my university helped me to improve my research skills.	Academic facilities available in my university helped me to improve my academic performance.
3. My professors helped me to improve my research skills.	Lectures are helpful to solve my academic difficulties.
4. Lectures are helpful to solve my academic difficulties.	I could overcome any academic challenges with the passage of time.
5. I could overcome any academic challenges with the passage of time.	I will recommend this university to my family members and friends in my home county.

Source: Yassin et al. (2020).

As shown in Table 3.5, item No.3 in the original questionnaire is not relevant to present context as not many students will involve in research. Therefore, this item will be omitted. In addition, one item has been added into the questionnaire, item No.5 “*I will recommend this university to my family members and friends in my home county.*” The inclusion of this item is to measure the satisfaction level of the student about their university experience. Overall, this modification will make the total number of items become five.

3.7.3 Intercultural Adaptation

The independent variable in this study is intercultural challenges. Intercultural challenges were measured by Al-Zubaidi and Richards (2010) using seven items with 5-point Likert scale. The following table shows the original and modified items of the independent variables:

Table 3.6:
Scale items for Intercultural Challenges

Original Items	Modified Items
1. I have serious cultural difficulties.	I don't have cultural difficulties.
2. Multicultural identity in Malaysia is good for international students.	Multicultural identity in Malaysia is good for international students.
3. Malaysia is a multi-religion country; you are free to practice your own religion.	Malaysia is a multi-religion country; people here are free to practice their own religion.
4. People are welcoming towards foreigners/ people from different ethnics backgrounds.	People are welcoming towards foreigners/ people from different cultural backgrounds.
5. I have difficulties to find my favourite food.	I don't have difficulties to find my favourite food near my university campus.
6. Limited places available to find my own personal needs.	Various places available to find my own personal needs.
7. Malaysia's lifestyle and culture is like my own.	Malaysia's lifestyle and culture is like my own.

Source: Al-Zubaidi & Richards (2010).

Table 3.6 shows the original and modified items of intercultural challenges. The original items consist of both positive and negative toned items. Hence, the supervisory committee has suggested to retain the negative items by changing it to a positive tone. Thus, item No.1 and No.5 are changed, from “*I have serious cultural difficulties*” and “*I have difficulties to find my favourite food.*” to “*I don't have cultural difficulties*” and “*I don't have difficulties to find my favourite food near my university campus*”, respectively. These modifications leave the scale with 7 positive-toned items.

3.7.4 Language Adaptation

The independent variable in this study is Language challenges. Language challenges were measured by Al-Zubaidi and Richards (2010) using thirteen items, with 5-point Likert scale questionnaire. Table 3.7 shows the original and modified items of the independent variables.

Table 3.7:
Scale items for Language Challenges

Original Items	Modified Items
1. I like the English Program that I joined at my university	The lessons taught are suitable with the needs of the programme.
2. The Lessons taught are suitable with our needs in learning English.	The lecturers are helpful in assisting us learning English.
3. The lecturers are helpful in assisting us learning English.	Tests and quizzes conduct suitable with my level of English proficiency.
4. Tests and quizzes conduct suitable with my level of English proficiency.	The lecturers speak in a way that I can easily understand them.
5. Duration of the English course is suitable to our needs in learning English.	I can express myself well in English.
6. The textbooks used are suitable for us.	My writing skills in English are good.
7. The lecturers speak so fast that I could not understand them at the beginning of my study in Malaysia.	My grammar background in English is good.
8. The lecturers use abbreviations which I do not know.	My reading skills in English are good.
9. I had a limited vocabulary in English language at the beginning of my study.	I can communicate well in English with my local course-mates or friends.
10. I could not express myself well in English when I came to study in Malaysia.	I can communicate well in English with my lecturers.
11. My writing in English was weak when I started my study in Malaysia.	I can communicate well in English with the administrative staff.
12. My grammar background in English was limited when I started my study in Malaysia.	
13. My reading skills in English were not good when I started my study in Malaysia.	

Source: Al-Zubaidi & Richards (2010)

The original scale consists of 13 items, however, due to some irrelevant items, the modified scale has only 11 items which already modified according to the needs of the present study based on supervisory committee's suggestions.

3.8 Questionnaire validation

The questionnaire was content validated by an experienced lecturer from Department of Languages and Linguistics, Faculty of Arts and Social Science, UTAR. No major comments were given except for few grammatical errors and change of few other terms to ensure smooth reading and understanding of the questionnaire.

3.9 Pilot Test

Pilot studies exist as a credible discourse by referring to (Thabane *et al.*, 2010). It may have roles such as verifying the study's procedure, acting as a device for validity, measuring control variables, and determining the number of studies. Although a pilot test is not practical, it could be used to assess the feasibility of doing a larger study. Pre-testing allows researchers to make changes to study materials and data collection techniques to ensure that the right questions are asked and that questions does not make respondents feel uncomfortable or confused by combining two or more key problems in one question.

There are total of 42 items which will be using in this study's survey questionnaire. The breakdown of the items is intercultural challenges (12 items), language challenges (7 items), learning sustainability (5 items), intercultural adaptation (7 items), and language adaptation (11 items).

The purpose of a pilot study was to estimate and judge things like the research procedure and techniques (Leon, 2011). A pre-test is a study in which a questionnaire is evaluated on a small sample of respondents with the purpose of identifying any difficulties, such as unclear phrasing or the questionnaire taking too long to direct, before a full-scale study. Based on Hurst *et al.* (2015),

pretesting is widely recognised as a useful strategy for enhancing the validity of qualitative data collection procedures and the interpretation of results.

As claimed by Connelly (2008), extant literature implies that a pilot research sample should be 10% of the sample expected for the bigger parent study. Since the number of international students in UTAR yet to be confirmed, the present study aims to collect data from at 100 respondents, 10% of this will be 10 respondents. This study received 15 respondents to perform the pilot test as shown in Table 3.8 below:

Table 3.8:
Number of Distribution of Questionnaire for Pilot Study

Private University	Distribution of Questionnaire		
	Male (13.3%)	Female (86.7%)	Total Sample Size
UTAR	2	13	15

3.10 Reliability Analysis

Reliability are the most important criteria in any survey technique (Hon & Tsz, 2015). People are always concerned and sceptical about whether a study's conclusions are accurate or false. According to Yoldas (2011), descriptive statistics are utilised to assess quantitative study data. It will go through a coding procedure in which raw data will be transformed into numerical form using (SPSS), a prominent statistical analysis programme. The numerical data will be presenting in the form of diagrams, bar charts, pie charts and tables, will entering the SPSS programme. Cronbach's alphas of the items were measured using the Reliability Analysis in SPSS.

According to Hair *et al* (2016), the reliability analysis value may be interpreted based on the strength utilising the Rule of Thumb as follows: Poor ($\alpha < 0.6$), Moderate ($\alpha < 0.6$ to < 0.7), Good ($\alpha < 0.7$ to < 0.8), Very Good ($\alpha < 0.8$ to < 0.9) and Excellent ($\alpha > 0.9$). The result is as shown in Table 3.8 below:

Table 3.9:
Result of Reliability Analysis

Constructs	Items	Mean	C.A.(α)	Strength
Intercultural Challenges (faced by students)	12	2.856	0.947	Excellent
Language Challenges (faced by students)	7	3.305	0.914	Excellent
Learning Sustainability	4	3.567	0.635	Moderate
Intercultural Challenges Scale	7	3.524	0.824	Very Good
Language Challenges Scale	11	2.873	0.783	Good

3.11 Data Analysis Techniques

Quantitative data analysis requires the application of rational and critical thinking to transform raw numbers into relevant facts (Salkind, 2017). The calculation of variable frequencies and differences between variables are examples of quantitative data analysis. A quantitative technique is typically related with locating data to support or refute ideas which the researcher formulated earlier in the research process. Open completion of data collection, the data was coded, screened and cleaned using SPSS version 22, to rectify errors. Then, descriptive analysis was performed, followed by inferential statistics analysis using SPSS. More detailed analysis techniques and results will be discussed further in Chapter Four.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.0 Introduction

This chapter covers the results of data analysis acquired from the questionnaire are listed in findings and analysis. The results were obtained from the SPSS.

4.1 Response Rate

The total number of International Students in UTAR Kampar campus is 384 and UTAR Sungai Long campus is 309. The researcher has circulated the questionnaire by sending a broad email to all international students since the institution declined to provide the international students' email addresses for security reasons. The university's IT Infrastructure and Support Centre assisted with this. The questionnaire link was provided to a group email account instead of delivering the online survey link to individual overseas students' email addresses. This might lead prospective recipients to dismiss the email as a routine, uninteresting message. Furthermore, the ongoing hybrid class sessions made data collecting more difficult, since identifying overseas students in a physical environment was nearly impossible. Due to the aforementioned constraints,

the current study was only able to acquire 106 replies out of a total sample size of 242, resulting in a response rate of 43.80%.

Based on Roscoe’s (1975), criteria for selecting sample size have been a popular choice. A sample size of higher than 30 but less than 500 is recommended for most behavioural research, whereas a sample size of more than 500 may result in a Type II error. A minimum sample size of 100 is necessary, according to Bullen (2021). The majority of statisticians believe that a sample size of 100 is necessary to draw any meaningful conclusions. If the data set needs to be split down into numerous subgroups such as male/female, rural/urban, local/international for comparative analysis, Roscoe believes that 30 respondents should be regarded the minimum for each category (Roscoe, 1975). The present studies’ respondents are enough to run the SPSS analysis.

4.2 Data Screening and Cleaning Analysis

In this data entry errors, the research responses will be analyzed for the missing values. Although, this research was conducted via online survey it is important for the researcher to make sure all the values are present and no missing values. Cleaning procedures will be used if any missing values were found.

Table 4.1:
Data Entry for Demographic Profiles

	N			
	Valid	Missing	Minimum	Maximum
Gender	106	0	1	2
Age	106	0	1	4
Year of Study	106	0	1	5

Table 4.2
Data Entry for Section B, C, D, E & F (selected items)

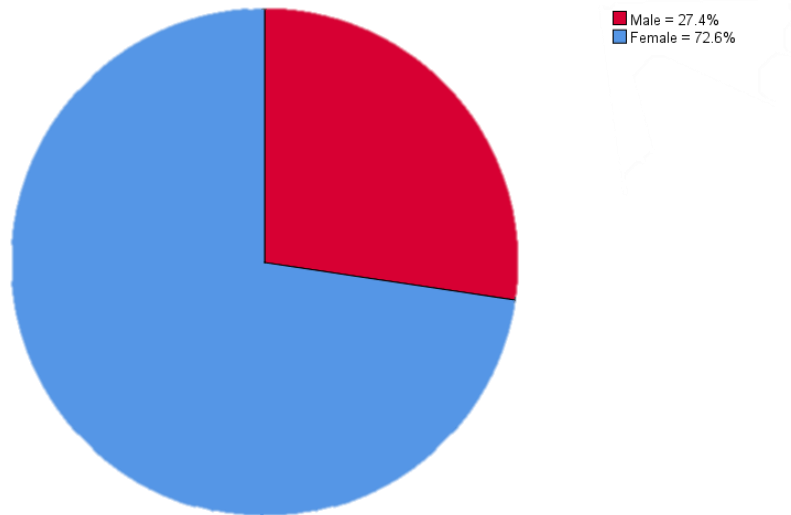
Selected Items	N			
	Valid	Missing	Minimum	Maximum
IC3	106	0	2	5
IC6	106	0	1	5
LC1	106	0	1	5
LC4	106	0	1	5
LS3	106	0	2	5
LS5	106	0	3	4
ICS2	106	0	3	5
ICS7	106	0	2	5
LCS7	106	0	1	4
LCS9	106	0	1	4

As shown in the Table 4.1 and Table 4.2 it shows that there are no missing values. Therefore, the treatment of missing data is no needed for this data.

4.3 Demographic Profiles

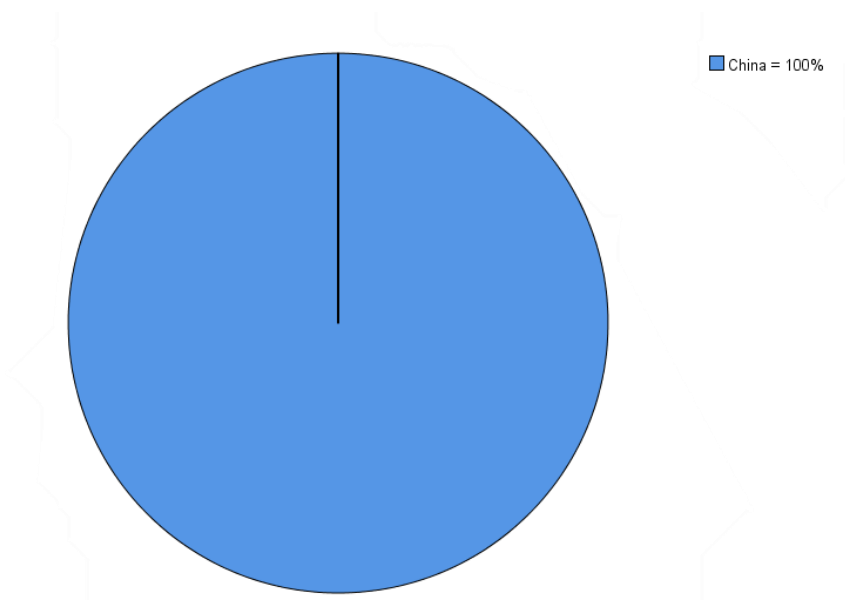
The frequency distributions from the data collection in Section A were used to perform descriptive analysis. To further understand the results and conclusions, it was necessary to describe the findings on the respondent's profile. Below are the pie charts for the demographics.

Figure 4.1:
This Illustration of Respondent's Gender



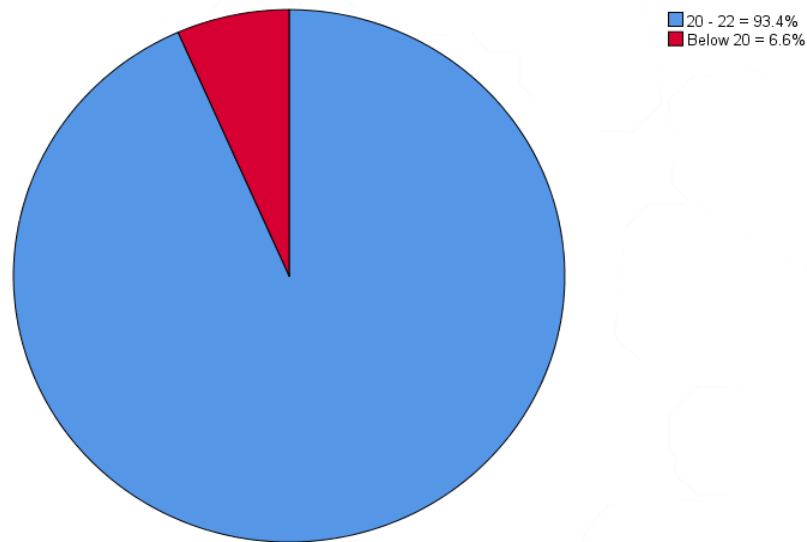
As shown above in the Figure 4.1, males accounted for 29 (27.4%) of the 106 responses, while females accounted for 77 (72.6%). As a result, females made up the largest proportion of respondents in the gender category.

Figure 4.2:
Illustration of Respondent's Country of Origin



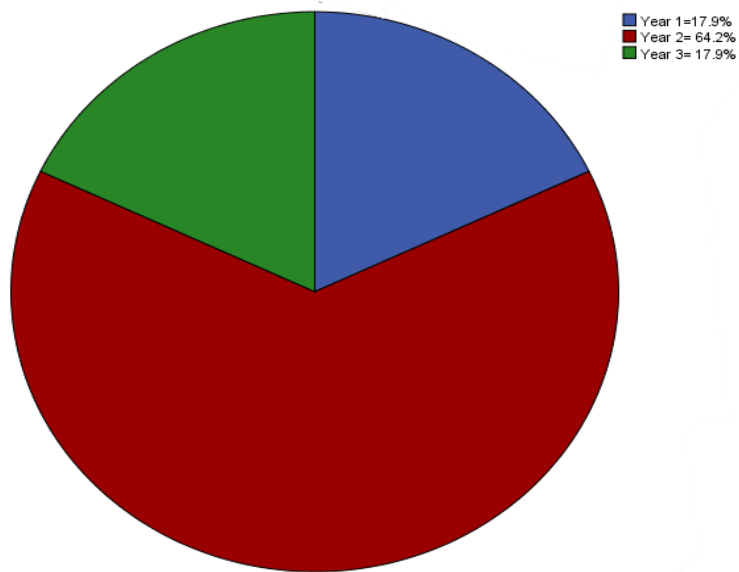
As shown above in the Figure 4.2, 106 (100%) of respondents are from the China.

Figure 4.3:
Illustration of Respondent's Age



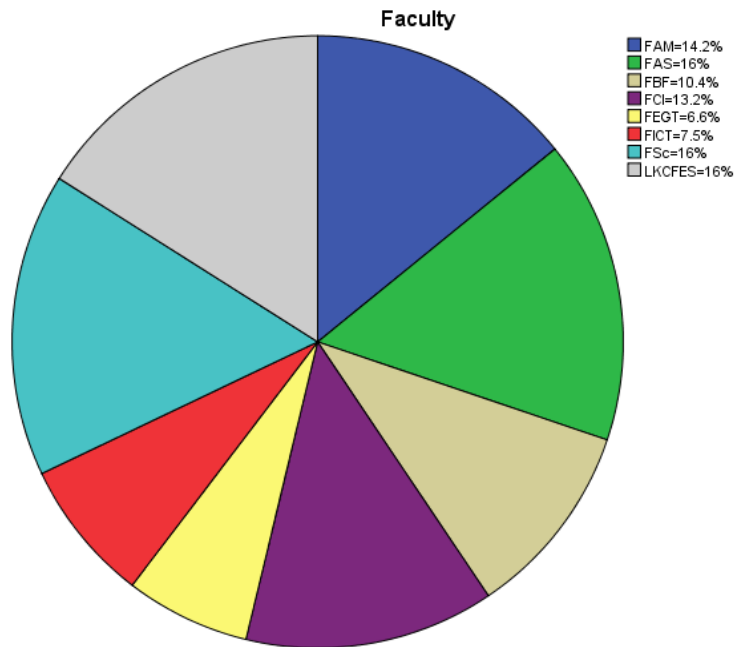
The age group of the respondents from 20-22 years old accounted was 99 (93.4%) and below 20 years old was accounted 7 (6.6%) as shown in Figure 4.3.

Figure 4.4:
Illustration of Respondent's Year of Study



As shown in the Figure 4.4, Year 1 respondents accounted 19 (17.9%), Year 2 68 (64.2%) and Year 3 19 (17.9%), in UTAR.

Figure 4.5:
Illustration of Respondent's Faculty of Study



Looking at the respondent's faculty there are eight faculties involved. The highest number of respondents were from Faculty of Arts and Social Science (FAS) 17 (16%), Faculty of Science (FSc) (16%), Lee Kong Chain Faculty of Engineering and Science (LKCFES) (16%), followed by Faculty of Accountancy and Management (FAM) 15 (14.2%), Faculty of Creative (FCI), Faculty of Business and Finance (FBF) 11 (10.4%), Faculty of Information and Communication Technology (FICT) 8 (7.5%) and Faculty of Engineering and Green Technology (FEGT) 7 (6.6%)

Table 4.3:
Demographic Profile

Demographics	Indicators	Frequency	Percentage (%)
Gender	Male	29	72.6
	Female	77	27.4
	Total	106	100
Country of Origin	China	106	100
	Total	106	100
Age	Below 20	7	6.6
	20 – 22	99	93.4
	Total	106	100
Current year of study	Year 1	19	17.9
	Year 2	68	64.2
	Year 3	19	17.9
	Total	106	100
Faculty	FAS	17	16
	FSc	17	16
	LKCFES	17	16
	FAM	15	14.2
	FCI	14	13.2
	FBF	11	7.5
	FICT	8	7.5
	FEGT	7	6.6
	Total	106	100

4.4 Reliability Analysis

As discussed by the researcher previously in literature review, the reliability analysis value may be interpreted based on the strength utilising the Rule of Thumb as follows: Poor ($\alpha < 0.6$), Moderate ($\alpha < 0.6$ to < 0.7), Good ($\alpha < 0.7$ to < 0.8), Very Good ($\alpha < 0.8$ to < 0.9) and Excellent ($\alpha > 0.9$) (Hair *et al.*, 2016). The following were the outcome, as indicated in Table 4.4:

Table 4.4:
Reliability Analysis

Constructs	Items	Mean	C.A.(α)	Strength
Intercultural Challenges (faced by students)	12	2.8357	0.950	Excellent
Language Challenges (faced by students)	7	3.2857	0.916	Excellent
Learning Sustainability	4	3.0448	0.614	Moderate
Intercultural Challenges Scale	7	3.5539	0.813	Very Good
Language Challenges Scale	11	2.8662	0.788	Good

4.5 Data Normality

Based on Urbano (2013), the kurtosis and skew measures are used to see if the indicators fulfilled the normalcy assumptions. Descriptive statistics were created to evaluate the normality of the data gathered. Skewness and kurtosis were employed to analyse the normalcy distribution in this study. Table 4.5 shows that there was no violation of the skewness and kurtosis assumptions for a total of 106 respondents, with values falling within the permitted range, skewness values between -3 to +3 are acceptable, whereas kurtosis values between -10 and + 10 are acceptable (Brown, 2006).

Table 4.5:
Descriptive Statistics for Skewness and Kurtosis

	N Statistic	Std. Deviation Statistic	Skewness Statistic	Kurtosis Std. Error
IC1	106	1.0424	-.025	.235
IC2	106	1.3664	.464	.235
IC3	106	.8866	-.538	.235
IC4	106	1.5413	.356	.235
IC5	106	1.3182	.677	.235
IC6	106	1.1708	.048	.235
IC7	106	1.3434	.715	.235
IC8	106	1.1798	-.509	.235
IC9	106	1.2858	.096	.235
IC10	106	1.2121	-.934	.235
IC11	106	1.5286	.738	.235
IC12	106	1.0982	.387	.235
LC1	106	1.1332	-.160	.235
LC2	106	1.0094	.019	.235
LC3	106	.9259	1.036	.235
LC4	106	1.2331	.047	.235
LC5	106	1.0795	-.688	.235
LC6	106	1.1090	-.505	.235
LC7	106	.7367	-1.034	.235
LS1	106	.9076	-.078	.235
LS2	106	.7560	-.385	.235
LS3	106	.7915	-.251	.235
LS4	106	.9155	-.539	.235
LS5	106	.4725	-.733	.235
ICS1	106	.9929	.062	.235
ICS2	106	.6190	.054	.235
ICS3	106	.9019	-.723	.235
ICS4	106	.6859	-.097	.235
ICS5	106	1.2449	-.585	.235
ICS6	106	.9925	-.344	.235
ICS7	106	.9137	.571	.235
LCS1	106	.5016	-.115	.235
LCS2	106	.7377	-.760	.235
LCS3	106	.6635	-.229	.235
LCS4	106	.7705	-.581	.235
LCS5	106	.7377	-.400	.235
LCS6	106	.7204	-.189	.235
LCS7	106	.8725	.529	.235
LCS8	106	.9276	.495	.235
LCS9	106	.7189	-.011	.235
LCS10	106	.7098	-.283	.235
LCS11	106	.8634	.137	.235

Valid N (listwise)	106
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4.6 Analysis of Intercultural Challenge

The first research objective of the study is to identify the intercultural challenges faced by the international students in Malaysian private university.

RQ1: What are the intercultural challenges faced by international students in Malaysian private university?

Khumsikiew *et al.* (2015) interpreted mean scores ranging from 1.00 to 1.80, 1.81 to 2.60, 2.61 to 3.40, 3.41 to 4.20, and 4.21 to 5.00 as very low, low, moderate, high, and very high, respectively. Based on this rule of thumb, two items namely IC3 and IC10 are considered to contribute great impact toward intercultural challenges with mean value of 3.934 and 3.453 respectively.

Item IC3 (“*I try my best to learn in the class, and sometimes, I need more time to get used to it*”.) scored the highest (3.934). This indicated that this is the main problem that faced by the international students of this study. Based on the past study by Yuerong *et al.* (2017), for international students in the United States, cultural adjustment is seen as a difficulty. While adjusting to life in the host country, international students may face culture shock, as well as other problems such as being separated from their families and a lack of social support. Aung (2019) performed research at the University of New Hampshire on issues faced by international students and their perceived values. From the findings of the study identified that international students at the University of New Hampshire were most concerned about social integration barriers. The

finding of this study is related to the present finding. The respondents in the present study are all international Chinese students, which could also be facing the similar intercultural challenges loses their familiar comforts and own culture which makes them to fit into a new environment.

Meanwhile, IC10 (“*I need time and space to learn in my class.*”) is the item that scored the second highest mean value which is 3.453. According to the Russell *et al.* (2010), international students experience isolation and loneliness in various ways while studying in the United States. In the study showed that 41% of international students in Australia suffer significant levels of stress in a recent survey of 900 international students. In the contrary, the respondents of this study were wanted their own space and time to adapt the environment. Campbell and Li (2007), looked into the cultural adjustment of Asian students in New Zealand, and found that international students face a variety of challenges, ranging from their classroom interaction patterns to a lack of academic norms and conventions to insufficient support inside the classroom. The respondents in this study are all international Chinese students who may be encountering intercultural challenge as they experienced culture shock. Thus, they considered and treated as a foreigner which they need more to time to socialize in their class.

4.7 Analysis of Language Challenge

The second research objective of the study is to identify the language challenges faced by the international students in Malaysia private university.

RQ2: What are the language challenges faced by international students in Malaysian private university?

Based on this rule of thumb, three items namely LC7, LC6 and LC3 found to be greatly affecting language challenges with mean value of 4.009, 3.613 and 3.462 respectively.

Item LC7 (“*Sometimes, I could not understand my local classmates’ slang, or they might have spoken too fast.*”) scored the highest mean value of 4.009. This is the main challenge that the respondents faced by Chinese international students. As claimed by Spencer-Oatey and Xiong (2006), that, despite their overall acceptable adaptation, Chinese students had difficulty interacting with non-Chinese students. Whereby, Wu *et al* (2015), claimed that despite having studied English for several years in their native countries, several participants said that American English was difficult for them. Different dialects, speaking rates, and pronunciation issues cause linguistic challenges. Many participants are required to devote more time. One of the respondents of the study mentioned in listening, unable to understand many words, particularly the tempo of speech and pronunciation. Long *et al.* (2009), pointed out that, despite having good TOEFL and GRE scores, Chinese students found it difficult to interact with their instructors and other students owing to challenges with intonation and speech rate. The international Chinese students who participated in this study were who might have been struggling with the language barrier to participate in social interaction, causing them to miss out on social opportunities.

Meanwhile, LC6 (“*When I must communicate with people, I feel nervous to speak up.*”) scored the second highest mean value (3.613). Students’ academic learning, participation in various events, and cultural understanding may all be hampered by language problems. Language barriers impede overseas students’ long-term learning by limiting their ability to acquire knowledge and enhance their learning abilities. In terms of English language problems, the outcomes of this study are consistent with earlier research. A Taiwanese student from Wu *et al*

(2015), research mentioned that in Taiwan also have English lesson and become frightened when to converse with other people. The Chinese international students those from this study may have mental block and speaking anxiety.

Lastly, LC3 (“*I rarely understand the phone or Teams conversation when I call my local (Malaysian) friends/course mates.*”) scored the third highest mean value of 3.462. Based on Al-Zubaidi & Richards (2010), the majority of Arab graduates who wish to enroll in Malaysian postgraduate programmes must finish an English language programme requirement in one to one and a half years. This is if they did not satisfy the basic TOFEL or IELTS criterion of 550 points or 6.0. English language barriers had a negative impact on international students’ learning sustainability, which was also strongly confirmed by previous research as described in the literature review (Yassin *et al*, 2020). The Chinese international students from this study, who have may study English in their native countries, employing it in real-life circumstances may be a challenge for them. International students may face social anxiety and disorientation due to a lack of English competence.

4.8 Hypotheses Testing

4.8.1 Correlation Analysis

According to Bhandari, P. (2022b), the link between variables using a correlation analysis by calculating a correlation coefficient, which is a single number that reflects the degree and direction of the association between variables. Correlation able to quantify the degree of the association between variables using the number. As stated by Wong and Hiew (2007), the

correlation coefficient value (r) ranges from $r = 0.10$ to 0.29 or $r = -0.10$ to -0.29 for weak correlation, $r = 0.30$ to 0.49 or $r = -0.30$ to -0.49 for moderate correlation and $r = 0.50$ to 1.0 or $r = -0.50$ to -1.0 for high correlation.

RQ3: Do intercultural challenges relate significantly with learning sustainability among international students in Malaysian private university?

H1: There is a significant relationship between intercultural challenges and learning sustainability among international students in Malaysian private university.

Table 4.6:
Pearson Correlation for Intercultural and Language challenges with Learning Sustainability

		Intercultural Challenges	Language Challenges
Learning Sustainability	Pearson	-.733	-.416
	Correlation		
	Sig. (2 tailed)	.000	.000
	<i>N</i>	106	106

As shown in the Table 4.6, the Pearson’s Correlation was conducted. The result shows a significant negative relationship between learning sustainability with intercultural challenges with $r(106) = -.733, p < .000$. Based on the rule of thumb, correlation coefficient is $-.733$ considered as high. Several studies have looked into intercultural issues and found that they have a detrimental impact on students’ learning and academic results (Jakobsson *et al.*, 2013; Rovio-Johansson, 2016). Intercultural barriers may have a detrimental impact on international students’ learning results, which is linked to achieving long-term learning. Many notable HEIs throughout the world have made it their mission to focus on international students by providing intercultural education. The ultimate goal is to provide international students with the skills they need to assimilate and

adapt to the host culture, as well as the knowledge and abilities they need to actively engage in the long-term development of their communities. Hence, the hypothesis is accepted.

RQ4: Do language challenges relate significantly with learning sustainability among international students in Malaysian private university?

H2: There is a significant relationship between language challenges and learning sustainability among international students in Malaysian private university.

The Pearson's Correlation Coefficients are shown in Table 4.6. The result shows a significant negative relationship between learning sustainability with language challenges with $r(106) = -.416$ $p < .000$. Based on the rule of thumb, correlation coefficient is $-.416$ considered as moderate. Language barriers impede international students' long-term learning by limiting their ability to acquire knowledge and enhance their learning abilities (Lu *et al.*, 2015). The findings of this study in terms of English language issues are consistent with prior research (Alavi & Mansor, 2011; Robertson *et al.*, 2000)), since language hurdles may limit international students' capacity to participate actively in classroom learning. Language competency assessments may or may not assist learners in communicating with native speakers in a smooth and successful manner. Although international students may learn English in their native countries, applying it in real-life settings may still be a challenge for them. Thus, the hypothesis is accepted.

Based on the findings above, both intercultural challenges and language challenges demonstrated significant and negative relationship with learning sustainability. Higher the

intercultural challenges, lower the learning sustainability. Similarly, higher the language challenges, lower the learning sustainability, and vice-versa. However, it is important to note that intercultural challenges had greater impact on learning sustainability than language challenges. For Chinese international students in the United States, cultural adjustment is seen as a difficulty (Flannery & Wieman, 1989; Yuerong *et al.*, 2017). While adjusting to life in the host country, international students may face culture shock, as well as other problems such as being separated from their families and a lack of social support. Misunderstanding of international cultural conventions and idioms, in specific host situations is one of international students' issues. This shows that cultural differences disconnected overseas students and their professors, obstructing their assimilation to the host culture. Previous research by Yassin *et al.* (2020), have shown that international students improve their English skills before going overseas to study, but they still suffer language hurdles, which has a negative impact on their academic performance. International students face language challenges, particularly since poor English language abilities prevent them from improving their knowledge and skills, which they will need in their future employment.

4.8.2: Determination Correlation Test (R^2)

Based on Frost (2022), for linear regression models, R-squared is a goodness-of-fit metric. R-squared quantifies the strength of the association between the model and the dependent variable by the scale of 0 – 100%. Table 4.7 shows the R values:

Table 4.7:*Linear Regression Model*

Model	R	R Square	Adjusted R square	SE
1	.878 ^a	.770	.766	.22883

Hair *et al.* (2013), stated R² values of 0.75, 0.50, or 0.25 for endogenous latent variables can be classified as considerable, moderate, or weak, respectively. The adjusted R² value of 0.766 indicates that 76.6% of the variability of the dependent variable (learning sustainability) can be explained by the variability of the independent variable (intercultural and language challenges). While additional factors not included in the regression model account for the remaining 23.4%.

CHAPTER FIVE

DISSCUSSIONS

5.0 Introduction

The chapter begins with the discussions of the study findings will be summarised as well as the theoretical and practical contributions. It also makes recommendations for managers and policymakers, examines the study's limitations, and identifies future research prospects in a related field.

5.1 Discussion

5.1.1 Intercultural challenges face by international students

The first research question in this study is to investigate the intercultural challenges faced by international students in Malaysian private university. Among the 12 items for intercultural challenges there are two items scored high value which are IC3 and IC10. IC3 is about the

international students are willing to learn in their classes and they need time to adopt it. For instance, international students may be inexperienced with conducting research and writing academic papers, as well as the structure of assignments at Malaysia private university. To provide a well research paper or assignment they need time to learn and implement it. Whereby IC10 is international students need their own time and space for learning in their class. The international students need support from their peer groups to learn and adopt the new environment. IC3 and IC10 scored at 3.934 and 3.453 respectively.

5.1.2 Language challenges face by international students

The second research question in this study is to investigate the language challenges faced by international students in Malaysian private university. Among the 7 items for language challenges there are three items scored high value which are LC7, LC6 and LC3. LC7 is about the international students cannot understand the slang used in Malaysian private university. For example, the local students can speak Malay language based on the state from. The slang cannot understand by the international students. LC6, the international students are nervous when communicating with people. They are maybe having the anxiety to speak. LC3 is the international students barely understand the phone or conversation between local friends or course mates via Teams. This maybe the international students are not clear about the topic being discussed or as mentioned above the slang also not understand by them. LC7, LC6 and LC3 scored of 4.009, 3.613 and 3.462 respectively.

5.1.3 The relationship between intercultural challenges with learning sustainability among international students in Malaysian private university

The third research question is to determine the relationship between intercultural challenges with learning sustainability among international students in Malaysian private university. According to the result, it demonstrates a strong negative relationship between learning sustainability and intercultural challenges. Intercultural challenges had a higher influence on learning sustainability than language challenges. The r scored at $-.733$ for intercultural challenges which is considered as high based on the thumb of rule. Building cross-cultural connections can be especially difficult when migrating to a new nation due to cultural differences. When international students apply to universities and attempt to integrate, they must traverse a variety of new systems with little if any cultural background. That is, international al students must learn to interact and form connections in ways that are appropriate for their new circumstances.

5.1.4 The relationship between language challenges with learning sustainability among international students in Malaysian private university

The fourth research question is to determine the relationship between language challenges with learning sustainability among international students in Malaysian private university. According to the result, it demonstrates a strong negative relationship between learning sustainability and language challenges. The impact of language challenges between learning sustainability is slightly low compared to intercultural challenges. The r scored at $-.416$ for

language challenges which is considered as moderate based on the thumb of rule. Universities require international students to achieve specific language standards such as Malaysian University English Test (MUET) and TOFEL. Language hurdles can cause international students to struggle academically or feel socially alienated due to various accents, rapid speaking, and slang or idiomatic phrases. Even if an individual is skilled in a second language, there are many nuances that make communicating with native speakers or in an academic setting challenging.

5.2 Implication of the study

Overall, the research has added to the corpus of knowledge in a number of ways. These contributions were divided into two categories: theoretical and practical contributions. The next sub-sections will go through these two contributions in further detail.

5.2.1 Theoretical Contribution

The impact of the communication challenges among international students in a Malaysia private university were effectively investigated in this study. This current study has contributed to a deeper understanding of the intercultural and language challenges towards learning sustainability among international students in Malaysia private university by adopting Social Learning theory.

Social Learning theory has positive and negative impact to an individual. The foundation of social learning theory is made up of three fundamental principles. The notion that an individual may learn by watching others. In this research, the international students need their own time and space for learn in the classrooms. This can see as the international students will look up the domestic students on how to communicate and their presence in the classroom, which may help

the international students to observe it and practising in positive or negative way. The positive or negatives way means, whether they follow the domestic students or just not following them and also not participating the class session. This theory, actually did not explains multidimensional behaviour by recognizing the cognitive aspects and their significance in determining whether or not to replicate the action. It does not, however, take into consideration how an individual build a wide variety of behaviour based on their ideas and feelings.

In addition, the study also revealed that language challenges are not provide a greater impact than the intercultural, which also did not as claim by past studies. This finding has opened up another pathway for future research to further investigate the possible challenges for determine the relationship between learning sustainability. Apart from that, Social Learning theory claims this is a sort of learning, known as observational learning, may be used to explain a wide range of actions. Despite the fact that international students are being seen as strangers to one another because they were born and raised in another country with different cultural background. The international students will observe the culture of Malaysia and the slang used here, the outcomes of this study showed that is still relevant and applicable for international students.

As a result, the current research has made theoretical contributions by identifying the limitation of Social learning theory and combining empirical data to support the communication challenges towards learning sustainability. However, further study is needed to back up this conclusion. The conclusions of this study's research theory was tested for the first time, hence they cannot be considered universal. As a result, this research can possibly boost the Social Learning theory dynamism and evolution.

5.2.2 Practical Contribution

The practical contributions are the study's second contribution. To begin, the MoH should instruct all the colleges and universities to provide a special session for the international students for them to get familiar to the culture and people. Higher institutions should provide an English programme for international students in order to help them improve their language skills. Students' academic learning, participation in various events, and cultural understanding may all be hampered by language problems. Universities can conduct seminars where international students learn how to interact successfully in academic and non-academic situations by learning how to utilise colloquial English, regularly used slang terms, and the social and cultural norms of Malaysia.

The local students and professors should understand the importance of welcoming international students and recognising their differences. Universities for example, might provide orientation events for international students to learn from. Faculty should think about ensuring that all students have equitable access to information and learning opportunities. In order to interact with international students, local students must establish intercultural competency, which includes offering training for personnel who will deal with international students.

Tutoring and counselling are required since international students require assistance in order to excel in their academic studies, as well as help for their psychological stress. Universities should provide international students with a unique orientation to Malaysia culture and intellectual culture in general. Professional seminars, international students sharing their own experiences in the Malaysia, and groups where friendship relationships with local people may be created are examples of such attempts.

5.3 Limitation

This study has certain limitations. These limitations, might be viewed as a suggestion or an opportunity for further research. The number of respondents in this study is considered as limited. This study targeted 242 respondents however only obtained 106 valid responses. The ongoing hybrid class sessions made data collecting more difficult, since identifying international students in a physical environment was nearly impossible. Furthermore, the time limitation was also seen in this study. The researcher had only two trimesters (six months) to complete the entire project. At the same time, the researcher was also taking some other courses as part of the master programme. Future researchers may consider working on this topic as a research-based master programme instead of course-based programme. In regard to the research methodology, present study employed quantitative method, future research might consider qualitative or mixed methods to back up the findings of this study. Due to the nature of qualitative research, researchers may delve further into causes and overcome the challenges.

It is also proposed that future research look at any other major challenges faced by the international students. For instance, the challenges or the independent variables with other dependent variables such as gender, age or year of study. If there are any major discrepancies, the conceptual framework also can be different. Lastly, considering the fact that all the respondent of the present study is happened to be Chinese international students from one private university, the finding of this study hence should not be generalised to all the international student from all the private universities of Malaysia. This opens the opportunity for future research could involve more private universities and international students from various countries.

5.4 Conclusion

The purpose of this study was to look at the impact of communication challenges towards international student's learning sustainability in Malaysian HEIs. The findings discovered that both intercultural and language challenges had significant negative relationship toward learning sustainability. Intercultural challenges was found to have a greater impact on learning sustainability than language challenges.

Multiculturalism, HEI policies and strategies, teachers' support for students, students' motivation to learn, and the effective learning process may be attributed to the easier adaptation to intercultural education in Malaysian HEIs, demonstrating that there are numerous inter - connected educational and cultural factors that lead to the improvement of sustainable learning among international students. International students' ability to participate effectively in classroom learning may be limited due to language barriers.

As previously stated, international students in Malaysian private universities experienced difficulties, which impacted their ability to continue their studies. As a result, universities should take steps to minimize the negative effects of challenges on learning sustainability. If universities do not take into account the scenario, the number of international students in Malaysia may drop. The MoH, MoHE, HEIs, and universities should investigate this issue so that international students from diverse nations can contribute to market growth.

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APPENDICES



Re: U/SERC/38/2022

23 February 2022

Dr Pragash a/l Muthu Rajan
 Department of Advertising
 Faculty of Arts and Social Science
 Universiti Tunku Abdul Rahman
 Jalan Universiti, Bandar Baru Barat
 31900 Kampar, Perak

Dear Dr Pragash,

Ethical Approval For Research Project/Protocol

We refer to your application for ethical approval for your research project (Master student's project) and are pleased to inform you that your application has been approved under Expedited Review.

The details of your research project are as follows:

Research Title	The Impact of Communication Challenges Towards International Students' Learning Sustainability
Investigator(s)	Dr Pragash a/l Muthu Rajan Aarthi a/p Muniandy (UTAR Postgraduate Student)
Research Area	Social Sciences
Research Location	Online Study
No of Participants	Minimum 100 participants (Age: 18 - 28)
Research Costs	Self-funded
Approval Validity	23 February 2022 - 22 February 2023

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research,
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Should you collect personal data of participants in your study, please have the participants sign the attached Personal Data Protection Statement for your records.

The University wishes you all the best in your research.

Thank you.

Yours sincerely,



Professor Ts Dr Faidz bin Abd Rahman

Chairman

UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Arts and Social Science
 Director, Institute of Postgraduate Studies and Research

APPENDIX B

Survey Questionnaire



Dear International Students,

I'm Aarthi Muniandy, student of Master of Strategic Communication from Universiti Tunku Abdul Rahman (UTAR) Perak Campus. I'm conducting research to investigate the **communication challenges faced by international students in UTAR**. The communication challenges are grouped into two categories namely intercultural challenges and language challenges. Your response to this survey will help me identify the challenges faced by international students. Besides, the findings of this study would be useful to the university to further enhance its service quality to the international students.

Hence, I seek your valuable time (10 to 15 minutes) and kind cooperation in completing the attached questionnaire. There are no right or wrong answers, your honest opinions are very important for this academic research. All information provided shall be treated with confidentiality.

Survey link: <https://forms.gle/vY99EvG5DPZp2yFK9>

If you have any further inquiries about the survey do not hesitate to contact me via email at: aarthimuniandy@gmail.com.

Your participation is significant in impacting the result of the study.

I greatly appreciate your truthful input in helping me to complete the study successfully.

Thank you for your cooperation.

Sincerely,

Aarthi Muniandy

SECTION A: Demographic Profile

Please provide ONE answer for each question below.

i. Gender:

Male Female

ii. Country of Origin:

iii. Age:

Below 20 20 - 22 23 - 25 Above 25

iv. Faculty:

v. Course:

vi. Current year of study:

First Second Third Fourth Others: _____

SECTION B: *Intercultural Challenges*

In this section, you are required to identify the **imaginable intercultural challenges** international students face at the university. Please indicate the **extent to which you agree or disagree** with the following statements.

Strongly Disagree Disagree Not Sure Agree Strongly Agree
1 2 3 4 5

1. My main difficulty now is “making friends” in class and in everyday life.	1	2	3	4	5
2. My classmates usually do not invite me to join their group discussion.	1	2	3	4	5
3. I try my best to learn in the class, and sometimes, I need more time to get used to it.	1	2	3	4	5
4. I am always the last one to be selected as member for group assignments.	1	2	3	4	5
5. My classmates might not want to let me join their group.	1	2	3	4	5
6. Even if I were invited to join their group, I will be alone and do not know how to approach my groupmates.	1	2	3	4	5
7. My lecturers / tutors are not punctual to my appointments to meet them in their offices. I must always wait.	1	2	3	4	5
8. I heard from some of my friends that the local (Malaysian) students do not like international students.	1	2	3	4	5
9. I feel that there is no opportunity for me to interact with my classmate except for one or two who change their minds after that.	1	2	3	4	5
10. I need time and space to learn in my class.	1	2	3	4	5
11. My classmates are not happy when I’m joining their group.	1	2	3	4	5
12. My classmates are not taking effort to talk to me even though I tried to talk to them.	1	2	3	4	5

SECTION C: *Language Challenges*

In this section, you are required to identify the **imaginable language challenges** international students face at the university. Please indicate the **extent to which you agree or disagree** with the following statements.

Strongly Disagree Disagree Not Sure Agree Strongly Agree
1 2 3 4 5

1. I have difficulties in listening and understanding the lecture.	1	2	3	4	5
2. I have difficulties in listening and understanding conversations with my local classmates.	1	2	3	4	5
3. I rarely understand the phone or Teams conversation when I call my local (Malaysian) friends/course mates.	1	2	3	4	5
4. I need to ask them my local classmates to speak slowly and to repeat themselves.	1	2	3	4	5
5. Sometimes, I might understand the meaning wrongly.	1	2	3	4	5
6. When I must communicate with people, I feel nervous to speak up.	1	2	3	4	5
7. Sometimes, I could not understand my local classmates' slang, or they might have spoken too fast.	1	2	3	4	5

SECTION D: *Learning Sustainability*

The following are statements to determine the learning **sustainability** of international students.

Please indicate the **extent to which you agree or disagree** with the following statements.

Strongly Disagree Disagree Not Sure Agree Strongly Agree
1 2 3 4 5

1. My command of English language is good.	1	2	3	4	5
2. Academic facilities available in my university helped me to improve my academic performance.	1	2	3	4	5
3. Lecturers are helpful to solve my academic difficulties.	1	2	3	4	5
4. I could overcome any academic challenges with the passage of time.	1	2	3	4	5
5. I will recommend this university to my family members and friends in my home country.	1	2	3	4	5

SECTION E: Intercultural Adaptation

The following are statements to determine the relationship between **intercultural challenges** and learning sustainability among international students in UTAR. Please indicate the **extent to which you agree or disagree** with the following statements.

Strongly Disagree Disagree Not Sure Agree Strongly Agree
1 2 3 4 5

1. I don't have cultural difficulties.	1	2	3	4	5
2. Multicultural identity in Malaysia is good for international students.	1	2	3	4	5
3. Malaysia is a multi-religion country; people here are free to practise their own religion.	1	2	3	4	5
4. People are welcoming towards foreigners / people from different cultural backgrounds.	1	2	3	4	5
5. I don't have difficulties finding my favourite food near my university campus.	1	2	3	4	5
6. Various places are available for me to find my personal needs.	1	2	3	4	5
7. Malaysian lifestyle and culture are like my own.	1	2	3	4	5

SECTION F: *Language Adaptation*

The following are statements to determine the relationship between **language challenges** and learning sustainability among international students in UTAR. Please indicate the **extent to which you agree or disagree** with the following statements.

Strongly Disagree Disagree Not Sure Agree Strongly Agree
1 2 3 4 5

1. The lessons taught are suitable with the needs of the programme.	1	2	3	4	5
2. The lecturers are helpful in assisting us learning English.	1	2	3	4	5
3. Tests and quizzes conducted suit my level of English proficiency.	1	2	3	4	5
4. The lecturers speak in a way that I can easily understand them.	1	2	3	4	5
5. I can express myself well in English.	1	2	3	4	5
6. My writing skills in English are good.	1	2	3	4	5
7. My grammar background in English is good.	1	2	3	4	5
8. My reading skills in English are good.	1	2	3	4	5
9. I can communicate well in English with my local course mates or friends.	1	2	3	4	5
10. I can communicate well in English with my lecturers.	1	2	3	4	5
11. I can communicate well in English with the administrative staff.	1	2	3	4	5

Thank you for taking the time to complete this questionnaire. Much appreciated!